



HISTORY

Progression Map



History Progression of Skills Map



	 Key Stage 1 <i>By the end of Year 2, children will be taught to:</i>	 Lower Key Stage 2 <i>By the end of Year 4, children will be taught to:</i>	 Upper Key Stage 2 <i>By the end of Year 6, children will be taught to:</i>
Chronological Awareness	• Sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1). • Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Sequence three or four artefacts from different periods of time. • Match objects to people from different time periods. Placing events on a simple timeline. • Record on a timeline a sequence of historical stories heard orally. • Sequence six artefacts on a timeline. • Sequence six photographs, focusing on the intervals between events. • Place events on a timeline, building on times studied. • Begin to recognise how long each event lasted. • Know where people/events studied fit into a chronological framework. • Understand generation in a family context.	• Sequence events on a timeline, referring to times studied in KS1 to see where these fit in. • Understand that history is divided into periods of history e.g. ancient times, middle ages and modern. • Use dates to work out the interval between periods of time and the duration of historical events or periods. • Use BC/AD/Century. • Sequence eight to ten artefacts, historical pictures or events. • Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Place the time studied on a timeline. • Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Notice connections over a period of time. • Make a simple individual timeline.	• Sequence events on a timeline, comparing where it fits in with times studied in previous year groups. • Understand the term “century” and how dating by centuries works. • Put dates in the correct century. • Use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians • Develop a chronologically secure understanding of British, local and world history across the periods studied. • Place the time, period of history and context on a timeline. • Relate current study on timeline to other periods of history studied. • Compare and make connections between different contexts in the past. • Sequence 10 events on a timeline.



History Progression of Knowledge Map

Substantive (abstract) concepts (KS2)



Sub-strand	 Lower Key Stage 2 <i>By the end of Year 4, children will be taught to:</i>	 Upper Key Stage 2 <i>By the end of Year 6, children will be taught to:</i>
Hardware Power (monarchy, government and empire)	• understand that power is exercised in different ways in different culture, times and groups e.g. empire, monarchy. • understand the development of tribes, kingdom and monarchy in Britain. • understand the expansion of empires and how they were controlled across a large empire. • know that Britain was organised into kingdoms and these were governed by monarchs. • understand that societal hierarchies and structures existed including aristocracy and peasantry. • understand some reasons why empires fall/collapse	• understand how the monarchy exercised absolute power. • understand the process of democracy and parliament in Britain. • understand that different empires have different reasons for their expansion. • understand that there are changes in the nature of society. • know that there are different reasons for the decline of different empires.
Invasion, settlement and migration	• know that there were different reasons for invading Britain. • understand that there are varied reasons for coming to Britain. • know that there are different reasons for migration. • know that settlement created tensions and problems. • understand the impact of settlers on the existing population. • understand the earliest settlements in Britain. • know that settlements changed over time	• understand there are increasingly complex reasons for migrants coming to Britain. • understand that migrants come from different parts of the world. • know about the diverse experiences of the different groups coming to Britain over time. • know about the negative and positive experiences that migrants to Britain face.
Civilisation (social and cultural)	• understand how invaders and settlers influence the culture of the existing population. • understand that the role of women and men varies in different times, groups and cultures. • understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • know that education existed in some cultures, times and groups	• understand the changes and reasons for the organisation of society in Britain. • understand how society is organised in different cultures, times and groups. • be able to compare development and role of education in societies. • be able to compare education in different cultures, times and groups. • understand the changing role of women and men after 1939 in Britain. • understand that there are differences between early and later civilisations.
Trade	• know that communities traded with each other and over the English Channel in the Prehistoric Period. • understand that trade began as the exchange of goods. • understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • understand that the Roman invasion led to a great increase in British trade with the outside world. • understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. • understand that trade develops in different times and ways in different civilisations. • understand that the traders were the rich members of society.	• know that trade routes from Britain expanded across the world. • understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • understand that the expansion of trade routes increased the variety of goods available. • understand that the methods of trading developed from in person to boats, trains and planes. • understand the development of the slave trade and its impact on the people who were slaves. • understand the development of global trade.



History Progression of Knowledge Map

Substantive (abstract) concepts (KS2)



Sub-strand	 Lower Key Stage 2 <i>By the end of Year 4, children will be taught to:</i>	 Upper Key Stage 2 <i>By the end of Year 6, children will be taught to:</i>
Beliefs	• understand that there are different beliefs in different cultures, times and groups. • know about paganism and the introduction of Christianity in Britain. • know how Christianity spread. • compare the beliefs in different cultures, times and groups.	• be aware of the different beliefs that different cultures, times and groups hold. • understand the changing nature of religion in Britain and its impact. • be aware of how different societies practise and demonstrate their beliefs. • be able to identify the impact of beliefs on society.
Achievements and follies of mankind	• be able to identify achievements and inventions that still influence our lives today from Roman times. • know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • be aware of the achievements of the Ancient Egyptians. • understand the global nature of war.	• understand that people in the past were as inventive and sophisticated in thinking as people today. • know that new and sophisticated technologies were advanced which allowed cities to develop. • understand the impact of war on local communities. • know some of the impacts of war on daily lives. • be able to identify the achievements of civilisations and explain why these achievements were so important. • be able to compare the achievements of different civilisations and groups.



History Progression of Skills Map



Disciplinary concepts

Sub - strand	 Key Stage 1 <i>By the end of Year 2, children will be taught to:</i>	 Lower Key Stage 2 <i>By the end of Year 4, children will be taught to:</i>	 Upper Key Stage 2 <i>By the end of Year 6, children will be taught to:</i>
Change and continuity	• Begin to look for similarities and differences over time in their own lives. • Describe simple changes and ideas/objects that remain the same. • Understand that some things change while other items remain the same and some are new. • Identify similarities and difference between ways of life at different times. • Identify simple reasons for changes.	• Identify reasons for change and reasons for continuities. • Identify what the situation was like before the change occurred. • Compare different periods of history and identify changes and continuity. • Describe the changes and continuity between different periods of history. Identifying the links between different societies.	• Make links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. • Describe the links between main events, similarities and changes within and across different periods/studied. • Describe the links between different societies. • Explain the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analyse and present the reasons for changes and continuity
Cause and consequence	• Ask why things happen and beginning to explain why with support. • Ask questions about why people did things, why events happened and what happened as a result. • Recognise why people did things, why events happened and what happened as a result.	• Identify the consequences of events and the actions of people. • Identify reasons for historical events, situations and changes.	• Give reasons for historical events, the results of historical events, situations and changes. • Start to analyse and explain the reasons for, and results of historical events, situations and change.
Similarities and differences	• Be aware that some things have changed and some have stayed the same in their own lives. • Know some things which have changed / stayed the same as the past. • Find out about people, events and beliefs in society. • Make comparisons with their own lives.	• Identify similarities and differences between periods of history. • Explain similarities and differences between daily lives of people in the past and today. • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	• Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Make links with different time periods studied. • Describe change throughout time.
Historical significance	• Recall special events in their own lives • Discuss who was important in a historical event.	• Recall some important people and events. • Identify who is important in historical sources and accounts.	• Identify significant people and events across different time periods. • Compare significant people and events across different time periods. • Explain the significance of events, people and developments



History Progression of Skills Map

Disciplinary concepts



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Sources of evidence	• Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources e.g. artefacts. • Sort artefacts from then and now • Make simple observations about a source or artefact. • Use sources to show an understanding of historical concepts	• Use a range of sources to find out about a period. • Use evidence to build up a picture of a past event. • Observe the small details when using artefacts and pictures.	• Recognise primary and secondary sources. • Use a range of sources to find out about a particular aspect of the past. • Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
Historical interpretations	• Begin to identify different ways to represent the past (photos, stories). • Recognise different ways in which the past is represented (including eye-witness accounts). • Compare pictures or photographs of people or events in the past.	• Identify and giving reasons for different ways in which the past is represented. • Identify the differences between different sources and giving reasons for the ways in which the past is represented. • Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluate the usefulness of different sources. • Independently use textbooks to gain historical knowledge.	• Compare accounts of events from different sources. • Suggest explanations for different versions of events. • Evaluate the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. • Develop strategies for checking the accuracy of evidence. • Address and devising historically valid questions. • Understand that different evidence creates different conclusions.



History Progression of Skills Map

Historical enquiry



Sub-strand	 Key Stage 1 <i>By the end of Year 2, children will be taught to:</i>	 Lower Key Stage 2 <i>By the end of Year 4, children will be taught to:</i>	 Upper Key Stage 2 <i>By the end of Year 6, children will be taught to:</i>
Posing historical questions	• Ask how and why questions based on stories, events and people. • Ask questions about sources of evidence e.g. artefacts. • Ask a range of questions about stories, events and people. • Understand the importance of historically-valid questions. • Evaluate how reliable a source is.	• Understand how historical enquiry questions are structured. • Create historically-valid questions across a range of time periods, cultures and groups of people. • Ask questions about the main features of everyday life in periods studied, e.g. how did people live. • Create questions for different types of historical enquiry. • Ask questions about the bias of historical evidence	• Plan a historical enquiry. • Suggest the evidence needed to carry out the enquiry. • Identify methods to use to carry out the research. • Ask historical questions of increasing difficulty e.g. who governed, how and with what results? • Create a hypothesis to base an enquiry on. • Ask questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence	• Use sources of information, such as artefacts, to answer questions. • Draw out information from sources. • Make simple observations about the past from a source. • Understand how we use books and sources to find out about the past. • Use a source to answer questions about the past. • Evaluate the usefulness of sources to a historical enquiry. • Select information from a source to answer a question	• Use a range of sources to construct knowledge of the past. • Define the terms 'source' and 'evidence'. • Extract the appropriate information from a historical source. • Select and record relevant information from a range of sources to answer a question. • Identify primary and secondary sources. • Identify the bias of a source. • Compare and contrast different historical sources.	• Use different sources to make and substantiate historical claims. • Develop an awareness of the variety of historical evidence in different periods of time. • Distinguish between fact and opinion. • Recognise 'gaps' in evidence. • Identify how sources with different perspectives can be used in a historical enquiry. • Use a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, creators of the source.
Interpreting findings, analysing and making connections	• Interpret evidence by making simple deductions. • Make simple inferences and deductions from sources of evidence. • Describe the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings. • Make links and connections across a unit of study. • Select and use sections of sources to illustrate and support answers.	• Understand that there are different ways to interpret evidence. • Interpret evidence in different ways. • Understand and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Make links and connections across a period of time, cultures or groups. • Ask the question "How do we know?"	• Interpret evidence in different ways using evidence to substantiate statements. • Make increasingly complex interpretations using more than one source of evidence. • Challenge existing interpretations of the past using interpretations of evidence. • Make connections, draw contrasts and analyse within a period and across time. • Begin to interpret simple statistical sources.



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Historical enquiry

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Evaluating and drawing conclusions	• Draw simple conclusions to answer a question. • Making simple conclusions about a question using evidence to support.	• Understand that there may be multiple conclusions to a historical enquiry question. • Reach conclusions that are substantiated by historical evidence. • Recognise similarities and differences between past events and today	• Reach conclusions which are increasingly complex and substantiated by a range of sources. • Evaluate conclusions and identifying ways to improve conclusions
Communicating findings	• Communicate findings through discussion and timelines with physical objects/ pictures. • Use vocabulary such as - old, new, long time ago. • Discuss and writing about past events or stories in narrative or dramatic forms. • Express a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event. • Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Use relevant vocabulary in answers. • Describe past events and people by drawing or writing. • Express a personal response to a historical story or event through discussion, drawing our writing.	• Communicate knowledge and understanding through discussion, debates, drama, art and writing. • Construct answers using evidence to substantiate findings. • Identify weaknesses in historical accounts and arguments. • Create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story. • Create a structured response or narrative to answer a historical enquiry. • Describe past events orally or in writing, recognising similarities and differences with today.	• Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Show written and oral evidence of continuity and change as well as indicting simple causation. • Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Construct structured and organised accounts using historical terms and relevant historical information from a range of sources. • Construct explanations for past events using cause and effect. • Use evidence to support and illustrate claims.



History in EYFS

Understanding of the World



Sub-
strand



EYFS

By the end of EYFS, children will be taught to:

Understanding
the World

- Begin to make sense of their own life-story and family's history.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.

Past and Present

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Comment on images of familiar situations in the past.